

FACE OF JIZO CURRICULUM LINKS

Suitable for: Stage 5 – Stage 6 Preliminary and HSC

Curriculum links: Modern Languages (Japanese), Modern History, English and Drama

MODERN LANGUAGES (JAPANESE)			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 5	Interacting Understanding Texts	<p>Applying knowledge of the target language culture(s) to interact:</p> <ul style="list-style-type: none"> Adjust and adapt language that is appropriate to cultural practices, values and perspectives to interact. Recognise facial expressions, gestures or vocabulary that reflect cultural practices. Identify how language use reflects different relationships. Use modelled language and gestures appropriate to cultural practices to interact. <p>Developing intercultural understanding through target language texts:</p> <ul style="list-style-type: none"> Respond to texts by reflecting on how identity is shaped by language(s), culture(s), practices, values and perspectives. Respond to texts by reflecting on the relationship between language and culture in communication. 	<p>ML5-INT-01 Exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language.</p> <p>ML5-UND-01 Analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding.</p> <p>MLLS-INT-01 Communicates with others in familiar contexts using gestures, actions, and/or culturally appropriate language.</p> <p>MLLS-UND-01 Responds to information, opinions and/or ideas in texts to demonstrate understanding.</p>

<p>Stage 6 Preliminary and HSC</p> <p>Beginners</p>	<p>Interacting Understanding Texts</p>	<p>Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in Japanese in interpersonal situations.</p> <p>Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.</p>	<p>1.4 Applies knowledge of the culture of Japanese-speaking communities to interact appropriately.</p> <p>2.1 Understands and interprets information in texts using a range of strategies.</p> <p>2.2 Conveys the gist of and identifies specific information in texts.</p> <p>2.3 Summarises the main points of a text.</p> <p>2.4 Draws conclusions from or justifies an opinion about a text.</p> <p>2.5 Identifies the purpose, context and audience of a text.</p> <p>2.6 Identifies and explains aspects of the culture of Japanese-speaking communities in texts.</p>
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<p>Stage 6 Preliminary and HSC</p> <p>Continuers</p>	<p>The Japanese-speaking communities</p> <ul style="list-style-type: none"> Cultural life 	<p>Understand aspects of the language and culture of Japanese-speaking communities.</p>	<p>4.1 Recognises and employs language appropriate to different social contexts.</p> <p>4.2 Identifies values, attitudes and beliefs of cultural significance.</p> <p>4.3 Reflects upon significant aspects of language and culture.</p>
MODERN HISTORY			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
<p>Stage 6 HSC</p>	<p>Historical concepts and skills 11 - 12</p> <p>Peace and conflict</p> <ul style="list-style-type: none"> Conflict in the Pacific 1937 – 1951 	<p>Historical interpretation:</p> <ul style="list-style-type: none"> Identify and analyse the varying causes and effects of events and developments to construct historical arguments. Form judgements about historical significance, recognising that significance may be attributed for different purposes. Analyse and evaluate contested interpretations and representations of the past. <p>Civilians at war:</p> <ul style="list-style-type: none"> The impact of the war on civilians in China and Southeast Asia. The impact of the war on the home fronts in Japan and Australia. 	<p>MH-12-04 Analyses the different perspectives of individuals and groups in their historical context.</p> <p>MH-12-06 Evaluates differing interpretations and representations of the past.</p> <p>MH-12-07 Communicates historical understanding, integrating historical knowledge, terms and concepts.</p> <p>MH-LS-02 Recognises and responds to concepts of time and chronology.</p>

			<p>MH-LS-07 Identifies different perspectives of the past.</p> <p>MH-LS-08 Uses sources to form conclusions about the past.</p> <p>MH-LS-10 Compares representations of the past.</p>
ENGLISH			
STAGE	TEXT TYPE/MODULES	CONTENT	OUTCOMES
Stage 5	Text Selection: Historical Drama	<p>Reading, viewing and listening to texts:</p> <ul style="list-style-type: none"> • Reading, viewing and listening skills. • Reading, viewing and listening for meaning. • Reading for challenge, interest and enjoyment. • Reflecting. <p>Understanding and responding to texts A:</p> <ul style="list-style-type: none"> • Representation. • Code and convention. • Connotation, imagery and symbol. • Point of view. • Characterisation. • Narrative. <p>Understanding and responding to texts B:</p> <ul style="list-style-type: none"> • Theme. • Perspective and context. • Argument and authority. • Style. <p>Understanding and responding to texts C:</p>	<p>EN5-RVL-01 Uses a range of personal, creative and critical strategies to interpret complex texts.</p> <p>EN5-URA-01 Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.</p> <p>EN5-URB-01 Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.</p> <p>EN5-URC-01 Investigates and explains ways of valuing texts and the relationships between them.</p>

		<ul style="list-style-type: none"> • Genre. • Intertextuality. • Literary value. 	
<p>Stage 6 Preliminary Standard</p>	<p>Standard Module B: Close Study of Literature</p> <p>Text type:</p> <ul style="list-style-type: none"> • Drama 	<p>Engage personally with texts:</p> <ul style="list-style-type: none"> • Investigate, appreciate, and enjoy a wide range of texts and different ways of responding. • Engage with increasingly complex texts to understand and appreciate the power of language in shaping meaning. • Investigate a wide range of texts, including those by and about Aboriginal and/or Torres Strait Islander People(s), in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways. • Investigate and reflect on the difference between initial personal response and more studied and complex response. • Reflect on how their personal values and perspectives are confirmed or challenged through their engagement with a variety of texts including those by and about Aboriginal and/or Torres Strait Islander People(s). • Relate their responses to texts to aspects of human experience. <p>Develop and apply contextual knowledge:</p> <ul style="list-style-type: none"> • Analyse how texts are created in and for a variety of contexts, audiences and purposes. • Analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example personification, voice-over, flashback, and salience. • Use appropriate form, content, style, and tone for different purposes and audiences in real and imagined contexts. 	<p>EN11-1 Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.</p> <p>EN11-3 Analyses and uses language forms, features and structures of texts considers appropriateness for purpose, audience and context and explains effects on meaning.</p> <p>EN11-5 Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments.</p> <p>EN11-7 Understands and explains the diverse ways texts can represent personal and public worlds.</p>

		<ul style="list-style-type: none"> • Understand how the contexts of composers (authors, poets, playwrights, directors, designers so on) and responders influence their perspective and ideas. • Identify and describe the social, moral and ethical positions represented in texts. • Understand how contexts influence the perspectives represented in texts and how audiences respond to them. • Recognise how context influences the cultural assumptions that underpin their own and others' compositions of, and responses to, texts. <p>Understand and apply knowledge of language forms and features:</p> <ul style="list-style-type: none"> • Analyse the ways language features, text structures and stylistic choices represent perspective and influence audiences. • Explore the ways text structures, language features and stylistic choices are used in different types of texts. • Understand and appreciate how different language forms, features and structures can be used to represent different ways of thinking. • Analyse the diverse ways in which creative, informative and persuasive texts can explore human experience, universal themes and social contexts. • Analyse the impact of language and structural choices on shaping own and others' perspectives. • Assess and reflect on the ways values and assumptions are conveyed. • Analyse and discuss the ways ideas, voices and opinions are represented. <p>Respond to and compose texts:</p>	<p>EN11-8 Identifies and explains cultural assumptions in texts and their effects on meaning.</p>
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DRAMA			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 5	<p>Appreciating</p> <p>Elements of Drama</p>	<p>Students will develop knowledge, understanding and skills, individually and collaboratively, through:</p> <ul style="list-style-type: none"> • Appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience 	<p>5.3.1 Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.</p> <p>5.3.2 Analyses the contemporary and historical contexts of drama.</p> <p>5.3.3 Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.</p>

			<p>LS.3.1 Experiences a variety of drama or theatre performances.</p> <p>LS.3.2 Identifies and responds to the elements of drama or theatre in performances.</p> <p>LS3.3 Recognises that drama and theatre performances can communicate meaning and ideas.</p>
<p>Stage 6 Preliminary</p>	<p>Improvisation, Playbuilding, Acting</p> <p>Elements of Production in Performance</p> <p>Theatrical Traditions and Performance Style</p>	<p>Students will develop knowledge, understanding and skills, individually and collaboratively, through:</p> <ul style="list-style-type: none"> • Performing in improvised and playbuilt theatre and scripted drama. • Recognising the place and function of drama and theatre in communities and societies, past and present. • Critically studying a variety of forms and styles used in drama and theatre. <p>And values and attitudes about:</p> <ul style="list-style-type: none"> • The collaborative nature of drama and theatre. • The diversity of the art of dramatic and theatrical performance. • Drama and theatre as a community activity, a profession and an industry. 	<p>P1.8 Recognises the value of individual contributions to the artistic effectiveness of the whole.</p> <p>P2.1 Understand the dynamics of actor audience relationship.</p> <p>P2.2 Understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers.</p> <p>P2.5 Understands and demonstrates the commitment, collaboration and energy required for a production.</p>

			<p>P2.6 Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance.</p> <p>P3.1 Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others.</p> <p>P3.2 Understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques.</p> <p>P3.3 Analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements.</p> <p>P3.4 Appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest.</p> <p>DRLS 6 Experiences a variety of drama and theatre performances and</p>
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			<p>demonstrated an awareness of the ideas and feelings conveyed.</p> <p>DRLS7 Communicates and describes how the elements of drama can be used to convey meaning.</p>
Stage 6 HSC	Critically Studying	<p>Through Drama, students will develop knowledge and understanding about and skills in:</p> <ul style="list-style-type: none"> • Recognising the place and function of drama and theatre in communities and societies, past and present. • Critically studying a variety of forms and styles used in drama and theatre. <p>And values and attitudes about:</p> <ul style="list-style-type: none"> • Drama and theatre as a community activity, a profession and an industry. 	<p>H3.1 Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements.</p> <p>H3.2 Analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses.</p> <p>H3.3 Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements.</p> <p>H3.4 Appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies.</p>

			<p>H3.5 Appreciates the role of the audience in various dramatic and theatrical styles and movements.</p> <p>DRLS6 Experiences a variety of drama and theatre performances and demonstrated an awareness of the ideas and feelings conveyed.</p> <p>DRLS7 Communicates and describes how the elements of drama can be used to convey meaning.</p>
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